

# PRSE Long-term Map Overview - John Blow Primary School

Updated 29<sup>th</sup> July 2023

## **What is PRSE?**

For the 2023-2024 academic year, we will be enhancing our RSE curriculum to incorporate personal development opportunities. Our school vision highlights the importance of relationships forming the foundations for learning and striving to be the best we can be; this will be supported through the delivery of a Personal, Relationships and Sex Education curriculum. We will continue to utilise the Talking Books Scheme to deliver the curriculum and explore key themes and strands; this will be enhanced through assembly themes, class assemblies and whole class discussions as and when opportunities arise.

PRSE is the study and understanding of ourselves and co-existing in a society made up of people with varying beliefs, life-styles and cultures. We learn how to respect each human in spite and despite our differences. We engage in discussions about healthy living, emotions, growing up, problems, problem solving, safety and how we can better look after the world that we are a part of.

## **Curriculum intent**

At John Blow Primary School, PRSE and the teaching of PRSE is the foundation of our curriculum and our school ethos. Our main aim is to ensure every single child develops an awareness of self and their community, and progress in the areas of speaking, listening and upholding our core school values.

PRSE at John Blow is taught daily, even out of lessons, and is at the cornerstone of the entire curriculum and at the heart of our school. It is embedded within all our lessons and we will strive for a high level of PRSE and social awareness for all children. Through using high-quality texts as the Talking Points scheme, immersing children in inclusive and open dialogue through speaking or the utilisation of the arts, and ensuring new curriculum expectations, the progression of objectives are met. This will not only enable them to become primary literate but will also develop deep empathy, listening and sharing skills.

At John Blow, our vision is for creativity to be at the helm of our RSE curriculum and for children to learn new skills in a fun and engaging way.

## **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear objectives and

knowledge progression. This ensures that vocabulary, objectives, skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At John Blow Primary School:

- PRSE units are blocked to allow children to focus on developing their knowledge and skills, studying each unit in depth underpinned by progression year on year.
- We have developed a progression of objectives, with each year group, which enables pupils to build on and develop their skills each year. This is supported with specific vocabulary and objectives for each topic.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous year groups as well as previous lessons.

	<b>Managing Self ELG</b>	<b>Self-regulation ELG</b>	<b>Listening, Attention and Understanding ELG</b>
<b>Elm Class</b>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
	<b>Building Relationships ELG</b>	<b>People, Culture and Communities ELG</b>	<b>Speaking ELG</b>

	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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PRSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PINE</b> Focus	<b>Families and people who care for me</b> <b>Understanding me</b> <b>Understanding groups</b> <b>Understanding others</b>		<b>Respectful relationships</b> <b>Looking after me</b>		<b>Undertsanding me</b>	
<b>Questions explored</b>	<ul style="list-style-type: none"> <li>• Who is in my family?</li> <li>• Who are my important people?</li> <li>• What makes a person?</li> <li>• What makes me happy?</li> <li>• What does sad feel like?</li> <li>• Why do we have rules?</li> <li>• Is it kind or unkind?</li> <li>• Is teasing ever okay?</li> </ul>		<ul style="list-style-type: none"> <li>• What should I do if I don't like it?</li> <li>• What does worry feel like?</li> <li>• How do I keep safe?</li> <li>• What should I do in an emergency?</li> <li>• When should I wash my hands?</li> <li>• Why are teeth important?</li> <li>• What should I do with money?</li> </ul>		<ul style="list-style-type: none"> <li>• What did I need as a baby?</li> <li>• How can I be more grown up?</li> <li>• Do I always have to be the best?</li> </ul>	

<b>OAK</b> Focus	<b>Looking after me</b> <b>Understanding me</b> <b>Understanding others</b> <b>Understanding groups</b>	<b>Understanding groups</b> <b>Looking after me</b>	<b>Looking after me</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Why should I exercise?</li> <li>• What if I don't like vegetables?</li> <li>• Are medicines always good?</li> <li>• Doctor Molly's Medicine Case</li> <li>• Can I stop myself being ill?</li> <li>• What does angry feel like?</li> <li>• How do I make you feel?</li> <li>• Is it right or wrong?</li> <li>• How can I compromise?</li> </ul>	<ul style="list-style-type: none"> <li>• What are rights and responsibilities?</li> <li>• How do I contribute?</li> <li>• How can I save the planet?</li> <li>• Where could my money come from?</li> <li>• What should I do with money?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I know my body?</li> <li>• What does private really mean?</li> <li>• Who can I trust?</li> <li>• Should I keep a secret?</li> <li>• Am I safe online?</li> <li>• What should I aim for?</li> </ul>
<b>BEECH</b> FOCUS	<b>Looking after me</b> <b>Understanding others</b>	<b>Understanding me</b> <b>Understanding groups</b> <b>Understanding others</b> <b>Looking after me</b>	<b>Understanding me</b> <b>Looking after me</b> <b>Understanding groups</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• What can affect my health?</li> <li>• What is a balanced lifestyle?</li> <li>• What is Health and Safety?</li> <li>• How does smoking damage my health?</li> <li>• Who can help me be safe?</li> <li>• What is restorative justice?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my rights and responsibilities?</li> <li>• What happens if I break a rule?</li> <li>• Why should I tell the truth?</li> <li>• What does honesty really mean?</li> <li>• What do I do when my friends are sad?</li> <li>• Who do my actions affect?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my relationship rights and responsibilities?</li> <li>• How do I raise my concerns?</li> <li>• What's a community?</li> <li>• How can we be different?</li> <li>• Who else lives in my region?</li> <li>• Who else lives in the UK?</li> </ul>
<b>ASH</b> Focus	<b>Understanding me</b> <b>Understanding others</b>	<b>Understanding me</b> <b>Understanding groups</b> <b>Understanding others</b> <b>Looking after me</b>	<b>Understanding me</b> <b>Looking after me</b> <b>Understanding groups</b>

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• What's that feeling I have?</li> <li>• What do I do when my friend is cross?</li> <li>• How do I compromise?</li> <li>• How do I do emergency first aid?</li> <li>• Am I at risk?</li> <li>• How do I stay safe online?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I safe on my mobile phone?</li> <li>• What can I do about negative thoughts?</li> <li>• Should I own up?</li> <li>• Is it okay to hug?</li> <li>• What's an aspiration?</li> <li>• What is enterprise?</li> </ul>	<ul style="list-style-type: none"> <li>• What worries me in the world?</li> <li>• What is discrimination?</li> <li>• What does it mean to be anti-social?</li> <li>• How do I support my community?</li> <li>• What's a volunteer?</li> <li>• Can I volunteer or help others?</li> </ul>
<b>Maple Focus</b>	<b>Understanding me</b> <b>Understanding others</b> <b>Looking after me</b>	<b>Understanding me</b> <b>Looking after me</b> <b>Understanding groups</b>	<b>Understanding groups</b> <b>Understanding me</b> <b>Looking after me</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Can I set goals for me?</li> <li>• How does alcohol damage my health?</li> <li>• Can my mind get ill?</li> <li>• How do I make a choice?</li> <li>• Should my heart rule my head?</li> <li>• Why is change so scary?</li> </ul>	<ul style="list-style-type: none"> <li>• What is peer pressure?</li> <li>• What if I am uncomfortable?</li> <li>• What is loss?</li> <li>• Is my relationship unhealthy?</li> <li>• What's a relationship commitment?</li> <li>• What's a stereotype?</li> </ul>	<ol style="list-style-type: none"> <li>1. What is prejudice?</li> <li>2. How do I challenge someone's view?</li> <li>3. What is debt?</li> <li>4. Who pays tax and what does it do?</li> <li>5. Who chooses who runs our country?</li> <li>6. Can I save money and the environment?</li> </ol>
<b>WILLOW Focus</b>	<b>Understanding me</b> <b>Understanding others</b> <b>Looking after me</b>	<b>Understanding groups</b>	<b>Sex Education focus</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• How should I manage my money?</li> <li>• How do drugs damage my health?</li> <li>• What affects my mental health?</li> <li>• Will sad things happen to me?</li> <li>• How do I break a habit?</li> <li>• Should I give into peer pressure?</li> </ul>	<ul style="list-style-type: none"> <li>• If it happens all the time, does it mean it is right?</li> <li>• What if I get dared?</li> </ul>	<b>During the Summer Term, the children will engage in a summative unit which incorporates all strands of prior learning and focuses on the sex strand of the curriculum.</b>